HIGH SCHOOL LIBRARY NUMBER

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The WILSON BULLETIN

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THE Los Angeles Library School has collected the material for this school library number of the Wilson Bulletin. All the students collaborated in suggestions for the revision of Miss Mary E. Hall's bibliography of illustrated editions, which has been done by Miss Irene Dayton, Librarian of the Public Library, Passaic, N. J. The other material was prepared by the following students in the Los Angeles special high school library course: Dorothy Brenton, Gladys Caldwell, Faith Green, Lieurena Greenfield, Eleanor Gutzler, Leona Morgan, Emily Tyrrel, Lou Ward and Marion Warren. The whole has been edited by the acting principal of the school, Marion Horton.

Owing to the necessary limits of space some good material had to be omitted. This will appear however in a later issue of the Bulletin.

Grateful acknowledgement is made to the following librarians to whom the Library School is indebted for the information given under the caption News Notes: Helen Babcock, Austin High School, Chicago; Fanny D. Ball, Central High School, Grand Rapids; Blanche Coveney, Glenville High School, Cleveland; Mary Ives, Fremont High School, Oakland; Ada Jones, San Diego High School; Mary L. McKinley, Santa Monica High School; Alma Penrose, West High School, Minneapolis; Zora Shields, Central High School, Omaha; Winifred Skinner, Pasadena High School; Marjorie Van Deusen, Los Angeles High School; Harriet A. Wood, Library Association, Portland, Oregon.

The

WILSON BULLETIN

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Vol. 1 MARCH, 1919 No. 15

THE MESSAGE

MARY S. GIBSON, MEMBER COMMISSION OF IMMIGRATION AND HOUSING OF CALIFORNIA.

Happily for the world, the library is no longer willing to provide books for bookworms, to pursue a waiting policy, to be an adjunct. Slowly it has gathered tools, swiftly it has developed experts and departmentalized its work and now, like all well-equipped concerns, it reaches out into new fields.

For a library is not modern if it is content to serve "the reading public"—it is only worthy when it enters a fallow territory and develops taste, when it creates a demand. In its creative adventure it has become familiar with the vast field of human service and with the many avenues to that service. Suddenly it has awakened to its power, to the opportunities to which it may adjust itself.

This new social consciousness is as inspiring as it is noticeable, especially in these days when the socialization of education presses. For from a silent partner in education the library has become not only an active but an energizing force. Throughout this cosmopolitan land it sends forth its message of patriotism with a warm welcome to the students gathered here from other lands,—to those students who are preparing for citizenship that they may be worthy to build the America of to-morrow—that America so splendid in its potentialities of human brotherhood.

THE SCHOOL LIBRARY EXHIBIT AT THE LOS ANGELES LIBERTY FAIR

LINNIE MARSH, LIBRARIAN, JEFFERSON HIGH SCHOOL, LOS ANGELES, CAL.

The War has created a new reading public among American boys and girls. Those pupils in our schools who had to be driven formerly to look within the covers of a book, now devour eagerly the latest accounts of battle experiences, the mercy work of the Red Cross, and the scientific and mechanical agencies of warfare. The Public Library meets a similar demand among adults. It remains for the school libraries to satisfy in large measure the acute hunger for information that has arisen among children. Therefore when the school librarians were asked to prepare a demonstration of their work for the Los Angeles Liberty Fair, it seemed most fitting to make War the keynote.

The problem was how to condense the available material within the small allotted space and still preserve the atmosphere of order and good taste essential in any library. The committee under the chairmanship of Miss Ella Morgan of Lincoln High School, adopted a plan whereby the varied phases of the exhibit were apportioned to the several school librarians to be developed under the following captions: Our Allies—Great Britain, France, Belgium, Italy and the Balkans; Food conservation; War societies; Poetry and

narrative of the War; Knights of the past and present; War bulletins and posters.

The exhibit occupied a corner on the topmost floor of the Food Building. The small domain was squared into a room by two papier-mache walls about eight feet high, allowing two fairly wide entrances. The room measured 25x25 feet. On the inside of the temporary walls was shelving divided into seven sections. Each section we topped by a label and appropriate flag, while below on the shelves we placed books, bound pamphlets, pictures, reference lists and other material associated with the particular country or other topic. In the opposite corner stood a rack of current magazines, and beside it a tiny catalog case indexing this miniature library. A fern by the open window, and a big round table with chairs invited the visitor to linger in this pleasant retreat. At his hand lay scrap books. One blue linen affair—a delight to the eye—revelled in knights and ladies of yester-year; a companion book presented our very modern chivalry in khaki and blue. One book bore on its cover the portrait of King Albert with these words inscribed beneath: Horum omnium fortissimi sunt Belgae. Inside were assembled illustrations, cartoons and poetry that celebrate the courage of Belgium, together with the heroic utterances of King and Cardinal. Still another book labelled What Uncle Sam is Doing in the War, was filled with a colorful pageantry of ships and planes and marching hosts.

Should the visitor care to seek further, there was a bright bit to catch the eye in the lighted triple transparency that headed the section devoted to knights. A mediaeval figure clad in armor stood in the centre flanked on the right and the left by a hero in khaki and one in sailor blue. Below were the tales that dealt with brave men of all times. King Arthur and Robin Hood were there in state and color, but beside them were the lives of Edison, Lord Kitchener, and General Joffre. But were I to indulge myself on the subject of the books contained in that little library, this would trail off into a bibliography of the best books written since the beginning of the War. For it seemed they were nearly all there—the books one hears discussed—the novels, the tragic narratives of the world's agony, and the rich new poetry born of the War. Histories there were, and treatises upon foreign governments and travel in the countries of our Allies, together with the latest publications upon aircraft and submarines. Much was also assembled concerning the Red Cross and other redemptive agencies. Particularly was that most modern phase of their work featured—the education of the blinded and crippled soldier.

I must not neglect to mention a few things just outside the small room, for the exhibit slightly overflowed its bounds. Beside one entrance stood a bulletin board rack and table laden with the bulletins published by the government upon gardening, animal husbandry and cookery. Several late books upon these useful arts were also suggestively displayed. Upon the outside of the paper walls to lure the sight-seer to our den, were grouped war maps, attractive portraits of generals and statesmen, and a poster that looked like a gay valentine. A huge red heart emblazoned graphically the information that the library was the heart of the school. A cartoon frieze drawn by a high school student, told in scenario form of the very real service that the school library daily renders in the lives of boys and girls. Indeed I think it sets forth the chief function of the library. The Tale is as follows:

The Dejected Student is told by his English Teacher to prepare for the following day a Ten-Minute Speech upon the Siege of Louvain. The Fellows Grin while Satirical Stage Whispers fill the air. The Girl with the Long Braids who Always pulls down an A, shrugs and slightly curls her Lip.

Sullen and slouching the Dejected Student carries his Troubles to the Librarian. Almost as by Magic the material is placed before him—books, pictures, magazine articles. His face registers Changing Emotions, Awakened Interest. He goes home with an Armful, and surprises "the folks" by spending the evening in Study. And still, the Wonder Grows when in the morning he Arrays himself in Clean Shirt and Tie, and Blacks his Shoes. The Climax is reached when he rises Eagerly before his classmates to give a Speech that makes them all Sit Up and Listen. As he tells the Story of the city's Defence, he Thrills his hearers with the Pride and the Glory that is Belgium.

Does he win an A? He does. And he sits down amid Sincere Applause. Best of all is the Shy Glance of Admiration from the Girl with the Long Braids.

SOME PROBLEMS IN BUDGETS

MILDRED POPE, LIBRARIAN, BROADWAY HIGH SCHOOL, SEATTLE.

The brief discussion of a budget for high school libraries which follows, in no way pretends to be a study of the subject or even a very particular summarization of what high schools are accomplishing in their effort to put their library expenditures upon a satisfactory basis Certain facts, however, have been of interest to one librarian who was attempting to frame a high school library budget and these facts with the knowledge of what some aggressive libraries have done, are doing and still hope to do, may be useful to other strugglers.

So far as appropriations, expenditures and

manner of expenditures are concerned, those high schools which are able to secure their books and supplies through the public library with which their library is connected are most advanced. The evils which attend the order department of many high school libraries are in such cases practically abolished. These schools, the best known example of which is Cleveland, Ohio, have been discussed in more exhaustive papers on the subject, and will not be taken up at this time.

Another class of high school libraries which is in a stage of development and whose libraries are establishing their own precedents seem to have before them the most satisfactory solution of the problem. This solution is not necessarily reached but the foundation seems to be laid for a firm structure. The second class of libraries is that in which school boards and city library boards co-operate in an endeavor to avoid unnecessary duplication. In such cases the needs of both school and library are comprehended, and once perfected, such a system should bring admirable results. Schenley High library in Pittsburgh belong to this class. The Pittsburgh Board of Education buys the reference books and the books where duplication is necessary and the Carnegie Library buys the books for circulation and supplementary reading. Through the year new material which is needed is bought as it comes up for purchase in other departments of the Carnegie Library and the school library has been well provided for. Tacoma, Washington has taken steps in this direction also. While books are purchased through the School Board offices, regular library supplies are received through the public library and paid for by the Board of Education. In this case the Board of Education pays for library expenditures but the Public Library supervises the high school libraries. Lincoln High School, the new and less developed high school of the city has received $500 for books, $100 for magazines, $100 for binding and $100 for supplies while Stadium High School has received the same amount for supplies and periodicals and $300 for books.

The third class of high school libraries and the greater number, is entirely under the supervision of the City Board of Education. Here the greatest variety is found in method and amount of expenditure. In many cases the amount is fixed and in other instances it varies with the number of students in the high school, or with the use made of the Library. These high schools are likely to be more fortunate in the salaries paid the librarians and less definite in the ordering and securing of books and supplies. From various high schools of this type have come certain suggestions to schools which are framing budgets and these seem worth mentioning this time. These suggestions came from schools with an enrollment of over 1000 students.

1—Have either a contingent fund provided for or a definite amount reserved for use during the year. The lack of ability to purchase books through the year seems a problem met by nearly all of the high school libraries of this class. This naturally arises from the fact that the large yearly requisitions of the school go out at one time but the result works a definite hardship upon the libraries as they are quite unable to replenish their stock for a year or a year and a half. From $50 to $100 seems to be the average amount left for expenditure during the year and this seems all too meager.

2—Have a definite allotment made for a new school library irrespective of the annual budget. In Brooklyn, New York, $800 or more may be granted to a new school library.

3—Have magazines ordered at a fixed time of the year, and have the amount definite. Only high school libraries who have suffered lapses in magazine subscriptions will appreciate the need for what must seem here a useless suggestion. The average expenditures for periodicals seems to run from $100 to $150.

4—Have a definite allotment for annual library supplies. This sum varies from $75 to $150.

5—Binding should be done at least twice a year and from $100 to $150 seems the average sum set aside for it.

6—When the large per cent of books is ordered at one time the order should go in early enough in the year to have them ready for the opening of school in the fall. There seems to be much irregularity in this regard as there is also in the method of ordering, which is unfortunately all too often done by "bids."

In this case the books are of course ordered in large numbers and much important data is likely to be lost in retyping and printing after the order leaves the librarian's hands. Also by the time the orders are put through, the one firm holding the contract is likely to be out of certain books and to report them as out of print. These and other conditions make the great need of a comparatively prompt delivery. Impediments to efficient book ordering could be largely removed by having some one in charge who knows the business and can handle important and out-of-print books, by leaving much responsibility to trained librarians who have been chosen as book-experts, and by providing for some method of obtaining immediately the books which are needed to meet emergencies during the year. The Los Angeles State Normal School is fortunate enough to be able to order books directly from a dealer of high reputation who can be depended upon to give reasonable discounts. Much is saved in this way in time, postage, paper, salaries to clerks and officials, etc., and the books are delivered in two weeks instead of six or eight months.

In the matter of appropriations, California heads the list. The aim for the high school libraries of the state is $1 per pupil and frequently more is given. One high school in Oakland, California, for instance, with an enrollment of between 1100 and 1200 receives

over $1300 for the library. Los Angeles and Pasadena report much the same record. Pasadena is able to send in two book orders a year and small monthly orders. Los Angeles varies in its budget according to the development of the library.

Brooklyn, New York, varies as to size of school and the use of the library. The Girls' High School Library receives $600 for books and magazines, $75 for supplies and $100 to $150 for binding. Spokane, Washington, for high schools of about 1800 enrollment has a little over $500 for books and periodicals and the amount is fixed. The average high school library expenditures are found as a rule to be fairly consistent with the figure quoted in the "Tentative budget for high school libraries of 1000, 2000, 3000 pupils in New York City" by D. L. Bardwell, (N.Y. Department of education. Reports on high schools, 1914. p. 43-50) and "A normal budget for the high school library" by M. A. Newberry (N. E. A. Proceedings, 1914, p. 317-20). These figures, however, are generally complained of as inadequate in this day of high cost of printing and paper. That the Boards of Education throughout the country help the trained librarian in her effort to improve the high school library by greater elasticity in the ordering of books seems to be the general desire, and the first steps toward this would apparently be, the ability to order some books during the year, and the possibility of ordering books so that immediate delivery is assured. The question of binding and supplies is generally adapted to the usages of the local school system; but a fixed sum for books and periodicals commensurate with the size of the school and the use of the library should be the first essential.

QUALIFICATIONS OF THE HIGH SCHOOL LIBRARIAN.

The most potent factor in the realization of that ideal of a perfect high school library held by all who are deeply interested in the education of our boys and girls, is the high school librarian. She should be well trained in library craft and have that knowledge of books and background of culture which comes from college training but above all she must have the power to win the love and confidence of the students because her greatest opportunity is in her personal contact and influence. The need of such specially qualified librarians is evidenced by the definite requirements of many cities and states. California and New York have worked out very clear and satisfactory laws governing the certification of high school librarians.

New York State. Certification of School Librarians. May 1, 1918.

1. Permanent certificates will be issued to those who are college graduates and who are also graduates of library schools approved by the Regents of the University.

2. Five-year certificates will be issued to graduates of approved library schools and after five years satisfactory service, a permanent certificate will be issued to such persons.

3. Three-year certificates will be issued to graduates of an approved short library course of not less than six weeks, provided such graduates have had at least two years library experience.

4. One-year certificates will be issued to graduates of an approved short library course provided they have had one year's library experience, and to graduates of approved college or normal schools, who have had no library experience, provided they have attended one or more sessions of the State summer library institutes conducted by the State library and are certified as having done satisfactory work.

For services in the cities of the first class only permanent certificates will be accepted.

For services in the cities of the second class both permanent and five-year certificates will be accepted.

For services in cities of the third class and in villages having 5,000 inhabitants or more, the first, second, and third forms of certificates will be accepted.

Many of the most progressive cities have adopted the same standard for their high school librarians as for the high school teachers.

Grand Rapids, Los Angeles, Minneapolis, New York City, Oakland, Pittsburgh, all require a college degree, a certificate from an approved library school of at least one full year's course, or its equivalent in library training and teaching experience or pedagogical training. Chicago has no definite classification of high school librarians, but as a matter of fact the six high school librarians in Chicago have been chosen because of their special ability and fitness and of the six, three are college and library school graduates.

California State Law, 1916.

A certificate from the California State Board of Education is now required of all high school librarians. Applicants, for special certificates must show that they have had at least four years' instruction beyond that required for graduation from a high school, maintaining a four years course in advance of the eighth grade, or an equivalent amount of training; that at least one half of said four years instruction has been devoted to study of work in library craft, technique, and use, or to subjects strictly supplementary thereto; that at least two-fifths of a year has been de-

voted to pedagogical subjects suited to the training of a secondary high school teacher, including practice teaching. Special work in library craft during the secondary period may be substituted at the rate of half time for similar study in the college period provided it does not exceed half the total time required in library craft. One year of successful teaching may be substituted for half of the pedagogical work and two years for the entire pedagogical requirements.

The State Board of Education in considering applicants has the above standard in mind. However it accepts certain equivalents, each application being considered on its own merits.

THE HIGH SCHOOL LIBRARIAN'S FIVE-FOOT SHELF

GENERAL AIDS:

Bostwick, A. E. The American public library. Rev. ed. N.Y., Appleton, 1917. $1.75

Certain, C. C. Standard library organization and administration for secondary schools. Chic., A. L. A. pub. board, 1918. 15c

Davis, E. M. & Cowing, Agnes. Library aids for teachers and school librarians. N.Y., H. W. Wilson, 1916. 10c

Fay, L. E. & Eaton, A. T. Instruction in the use of books and libraries. Bost., Bost. book co., 1915. $2.25

Hosic, J. F. Reorganization of English in secondary schools. Wash., Govt. pr. off., 1917. 10c

Powell, S. L. The children's library. N.Y., H. W. Wilson, 1917. $1.75

Ward, G. O. The high school library, Chic., A. L. A. pub. board, 1915. 10c

Wilson, Martha. School library management. St. Paul. [Dept of education] 1917. Free

Wisconsin library school. Apprentice course for small libraries. Chic., A. L. A. pub. board, 1917. 75c

BOOK SELECTION:

A. L. A. catalog, 8,000 volumes for a popular library. Wash., Govt. pr. off., 1904. $1

A. L. A. catalog, 1904-11. Chic., A. L. A. pub. board, 1912. $1.50

Baker, E. A. Guide to historical fiction. N.Y., Macmillan, 1914. $6

——— Guide to the best fiction in English. New ed. enl. and thoroughly rev. N.Y., Macmillan, 1913. $6

Best books. N.Y., State library, 1897-1917. 25c per year.

Booklist, a guide to the best new books. Chic., A. L. A. pub. board, 1905-1918. $1 per year.

Herzberg, M. J. The world of books. 2d ed. Newark, N.J., Central high school, 1913. 10c

Horton, Marion. Out-of-door books. Bost., Bookshop for boys and girls, 1918. 35c

Newark, N.J. Public library. Reading for pleasure and profit. 1911. 10c

New York (State) University. School libraries division. Annotated book list for secondary school libraries. Albany, 1916. History section, English section, Commercial section. Free

Power, E. L. List of books for older girls. St. Louis, Public library, 1914. 10c

Utica. Public library. Historical fiction. 1911. Free

Wilson, Martha. Library books for high schools. Wash., Govt. pr. off., 1918. 25c

PERIODICALS:

Walter, F. K. Periodicals for the small library. 2d ed. Chic., A. L. A. pub. board, 1918. 10c

PLAN AND EQUIPMENT:

Library bureau. School libraries. 1918. Free

ORDERING:

Hopper, F. F. Order and accession department. Chic., A. L. A. pub. board, 1916. 15c

PAMPHLETS:

Dickey, P. A. The care of pamphlets and clippings in libraries. N.Y., H. W. Wilson, 1916. 25c

CLASSIFICTION AND CATALOGING:

A. L. L. catalog rules; author and title entries. Bost., A. L. A. pub. board, 1908. 60c

A. L. A. list of subject headings. Chic., A. L. A. pub. board, 1911. $2.50

Bishop, W. W. Practical handbook of modern library cataloging. Baltimore, Williams & Wilkins, 1914. $1

Colegrove, M. E. & McVety, M. E. List of subject headings for information file use . . . and a list of 119 important reference books. N.Y., H. W. Wilson, 1918. $1

Dewey, Melvil. Decimal classification and relative index. Lake Placid Club, N.Y., Forest press, 1915. $7.50

Hitchler, Theresa. Cataloging for small libraries. Chic., A. L. A. pub. board, 1915. $1.25

BINDING AND MENDING:

Bailey, A. L. Binding for libraries. 2d ed. rev. Chic., A. L. A. pub. board, 1915. 15c

Brown, Margaret. Binding and repair of books. 3d ed. rev. by Gertrude Stiles. Chic., A. L. A. pub. board, 1916. 15c

PICTURES:

Dana, J. C. The picture collection. N.Y., H. W. Wilson, 1910. 35c

Dana, J. C. & Gardner, Blanche. Aids in high school teaching: pictures and objects. N.Y., H. W. Wilson, 1916. $1

Ward, C. C. Manual for the use of pictures in the teaching of Latin and Greek. Newton, Mass., University prints, 1918. 10c

TEACHING THE USE OF THE LIBRARY:

Connolly, Louise. How to use the library. N.Y., H. W. Wilson, 1916. 75c

Hopkins, F. M. Reference guides that should be known and how to use them. Detroit, Willard, 1916. $1.50

Merriam, G. & C. co., pub. Americanization of Carver. Dog-day club. Introducing your dictionary to you. Jack. Use of the dictionary. Unlocks the door. 1916-18. Free

Rice, C. S. Lessons on the use of the school library. Madison, State dept of public instruction, 1915. 15c

Ward, G. O. The practical use of books and libraries. Bost., Bost. book co., 1917. $1 Teaching outline. 50c

Wiswell, L. O. How to use reference books. N.Y., Amer. book co., 1916. 60c

VOCATIONAL GUIDANCE:

Hall, M. E. Vocational guidance through the library. Chic., A. L. A. Pub. board, 1914. 10c

WHAT TO READ ON SCHOOL LIBRARIES

Barette, E. E. Use of the library as an aid in school-room work. N. E. A. Proceedings. 1917. p. 570-2. Also in School and society, v. 7, p. 309-12. (16 Mr 1918.)

How a teacher makes class work more alive by using the library.

Hall, M. E. A day in a modern high school library. Public libraries, v. 23, p. 50-59. (F 1918)

Vivid description of a day's work crammed with inspirational ideas for librarians.

Hall, M. E. The library and the school. New York libraries, v. 6, p. 26-31. (F 1918)

Concrete suggestions for the use of the library by the English, history and home economics departments.

Henshall, M. D. Summary of progress in school library service. Western journal of education, v. 24, p. 1-2. (Ag 1918)

Describes the growth of elementary school libraries in California counties.

Hinchman, W. S. Reading clubs instead of literature classes. English journal, v. 6, p. 88-95. (F 1917)

Full of suggestions to stimulate joy reading.

Logasa, Hannah. Story of an Ivanhoe exhibit. English journal, v. 6, p. 175-9. (Mr 1917)

References to material on England in the twelfth century and account of the students' reaction to research in the library.

Morgan, E. S. The high school library and history teaching. N. E. A. Proceedings. 1916. p. 555-6.

Report of the successful use of the library by history teachers.

Nichols, W. S. The Palo Alto union high school. Stanford illustrated review, v. 20, p. 184-5. (Ja 1919)

Brief illustrated description of a fascinating school library with a fireplace.

Pence, R. W. Chats with students about books. English journal, v. 6, p. 667-85. (D 1917)

Stimulating account of a teacher's experience with outside reading.

War service of high school libraries. Library journal, v. 43, p. 708-14. (S 1918)

Inspiring account of the patriotic service of many school libraries stated so definitely that others will follow, applying the methods to reconstruction.

Ward, C. C. Pictures for use in teaching literature. English journal, v. 4, p. 526-30. (O 1915) De Coverley papers. v. 4, p. 671-4 (D 1915) Coleridge. v. 5, p. 274-80 (Ap 1916) Ivanhoe, Robin Hood, Irving. v. 6, p. 267-9 (Ap 1917) Stevenson.

An English teacher's comprehensive lists of pictures and other illustrative material used to create imagination.

NEWS NOTES FROM SCHOOL LIBRARIES

OUTSIDE READING

In Portland, Oregon, an interesting card record of the children's reading is kept by at least one literature teacher. Daily reading aloud at home is required, and the parents are asked to guarantee reports which are brought in weekly. This teacher tells that of 245 pupils in her reading classes, 150 read aloud daily at home, and the remainder occasionally at home. The parents respond with the greatest interest in the children's progress, and within a few weeks improvement in distinct enunciation due to the practice before the family audience is most remarkable. "Mother sews faster when I read" beams one small tot, and indeed many homely scenes come to the mind of the librarian-teacher as such observations come from her charges. "Every evening my brother and I sit around the heater and read. Christmas evening I

was reading the Christmas carol. My brother was so interested in the book that he went up to the library and got it too." "I love to read aloud to my mother when she is darning stockings. She loves to hear me read. She cannot speak English very well, but she understands English and can tell where a person makes a mistake."

In order to direct attention to the best books in addition to the usual book talks and story telling of the annual round of school visits, a certificate was again offered to the pupils who would read enough books to obtain one hundred credits. Portland has issued a revised High school outside reading list with annotations and assigned credits and a popular grade list, What to read before high school. Book ladders and new outlines for pupils' book reviews add zest to home reading. The new Grade course of study has revised lists on the subjects of the curriculum.

Under the guiding hand of Miss Ethel M. Robinson, head of the English Department of the Santa Monica High School, a system has been put into effect for students' outside reading which may not be entirely new but is none the less useful. The school year is divided into four quarters and at least a book a quarter is required of each student taking English. Every book carries a certain number of units, and these added together at the end of the year, must total twenty to give the student his desired credit for outside reading.

Early in the quarter, at a time arranged between each English teacher and the librarian, each English class goes to the library, and with the assistance of the teacher and the librarian the student chooses the book which he is to read and report upon for that quarter. He registers this book with the librarian who keeps the card record of all books reported upon, and the credits due the student for this reading, in the library. This allows more or less supervision over the student reading done in the library where it might otherwise be impossible. An advantage in having the whole class report at one time is that it is possible early in the game to catch the laggard who would put off the evil day. Another is that having a stated time when both parties to the transaction can give the choice of a book undivided attention, it is possible to fit the book to the person rather than to allow him to select, at random, any book on the list whose title or brevity may appeal to him. He is allowed to follow his own inclination when he comes to his fourth choice, the D class. This plan has made a perceptible difference in the class of books reported upon by students and also in the readiness to report when the time comes.

General directions to the students and teachers are mimeographed and given each student. During each year a student must read: A, A novel (from a small selected list); B, A biography or book of travel (selected from the list or with the approval of teacher or librarian); C, A book dealing with subject matter of some high school course other than English or with some vocation which appeals to him (must be approved by teacher or librarian); D, Optional material to complete twenty units (selected from the list).

Students may read any number of books a year, provided that the total number of units read is twenty or over for the year, and in general, five units or over each quarter. This will make it possible for students to read several shorter books in a quarter and, on the other hand, students who wish to read large books, or books of several volumes, will receive a fair amount of credit and be given a longer time for reading.

The following is a representative list:

Author	Title	Class	Unit
Antin	Promised land	B	5
Dickens	Tale of two cities	D	7
Barber	The aeroplane speaks	C	3
Cooper	The last of the Mohicans	A	7

Each student writes a report, giving the author's country, literary period and dates of birth and death, the subject and form of the book, explaining whether it is interesting for description, characters, plot, literary style, geographical or historical information, for moral taught, or for some other reason.

To stimulate interest in supplementary reading, Cleveland tried several plans. One was to give the student an opportunity to browse among the books in the library and to choose whatever appealed to his fancy. He later gave a review of it in class. For those who had difficulty in selection, the suggestive printed lists of "Travel and description," "Biography," "Novels," and "Short stories" aided a great deal.

The bulletin board with its picture post cards of characters from well known novels as well as illustrated editions of the standard classics, always found favor with students and teachers alike.

A table in the library set aside for a special English class containing books for supplementary reading, together with a few note books, did much to arouse interest in things outside the text book. Some of these note books were especially attractive, containing not only, an interesting account of the book, which the pupil had read, but in many cases pen and ink sketches, or suitable pictures clipped from magazines. Added credit was usually given to the student who had read more than the required number of books.

Instruction in the use of the library

In Cleveland a few definite principles of book arrangement, cataloging and reference aids have been impressed upon the minds of the students, not only by formal problems, but also by appealing to their play-instinct. Each member of a small group of students is given a card with a call number, name and title of a book, for which he is sent to the shelves to search. When a student finds a book he is rewarded by being given another to find. Some find five or six during the lesson. The aim is to have the lessons in the use of the library given as informally and

simply as possible by the teacher in the classroom. Outlines for the students have been printed eliminating all technical terms that would be intelligible only to a librarian. With these outlines small groups come to the library, examine the books and find the answers to questions which are discussed later in class. The librarian works with the individual student, but the work of the class is under the direction of the teacher.

In Los Angeles, California, while the influenza epidemic closed the schools, instruction was given by correspondence and assignments printed in the school paper. The following directions were given to the library class:

"1. Public Library, Metropolitan Bldg., Fifth & Broadway. Visit all departments, including those 'behind the scenes,' such as book-ordering and cataloging. Find the location of the different classes of books. Ask for the Head of the Circulation Department; she will direct you. Describe:

1. The library, its contents and arrangement, the privileges it offers.
2. The work of a library assistant.

"2. Visit the nearest branch, or the Main Library, and describe the card catalog and its uses. Why is it on cards instead of printed in a book? Find author, title, subject-cards and arrangement. What are analytical cards, cross-reference cards, Library of Congress cards, and why are they used?

"3. Describe book-binding. Visit the Pacific Library Binding Company, 10th floor, Metropolitan Building, during the week and you will there be shown all the processes."

In the West High School of Minneapolis, Minnesota, the freshmen are given a series of six lessons on the arrangement of the library, how to find books on the shelves, use of the catalog, magazine indexes and reference books. Each lesson is followed by a problem worked out in the library by the pupils. This year the library course has been extended through the four years and all the lessons except the introductory talk in the library and one or two talks to the seniors are given by the teachers and correlated closely with the English work. A syllabus of fourteen lessons with reference to such books as Fay & Eaton's Use of books and libraries and Ward's Practical use of books and libraries, was made for the teacher.

From Portland, Oregon, comes the report that "the Library course for children is not intended to prepare them for the vocation of librarianship, but to show them how to study according to library methods." A familiarity with the make-up and use of books, magazines and various catalogs and indexes found in a library, the ability to take intelligent notes and to be independent "self-starters" as one of our teachers amply expresses it, are the objects of the course. The instruction begins in the first grade, with lessons on the care of the books that the people are taxed to buy and continues through the last year of the high school, when the chief librarian gives advice to the graduates upon the selection of their own personal libraries. The value of these classes is greatly enhanced if they are conducted by teachers. It would be ideal if each day groups of children could be found in the branch libraries using the books under the guidance of the teacher just as they use the tools in the shops. The school librarians stress the home reaction from the study of the magazines in the library. The heated class discussion regarding the rights and wrongs involved in the war indicates a background of home opinions. Questions are brought to the teacher who refers the ardent partisans to the magazines which they have been taught to use for themselves. One teacher who has long been in touch with the various phases of library work, considers the drill in the use of magazine indexes the best work done by the library for the schools.

From San Diego, California, comes the report that all freshmen English students are required as part of their English work to attend a lecture given by the librarian in the library on the use of books and libraries. Special emphasis is laid on the structure and care of a book, the printed parts of a book, use of a card catalog, the ten main classes of the decimal classification, reference books and the use of the Readers' guide. Students take notes on the lecture and write a paper on what they have learned.

Teachers' coöperation

Librarians of all the high schools realize that they cannot do their best work and make the libraries useful to the schools without the constant and hearty coöperation of the teachers. A school librarian should always know what the class assignments are. In Passaic, N.J., each teacher posts in the office an outline of her work for the following two months. By consulting these outlines the librarian can suggest material to the teachers and reserve special books for special needs.

In Marshall High School, Chicago, the English teachers have assigned a library monitor whose duty it is at the end of classes to take a statement of the library assignment to the librarian. This facilitates the handling of material and gives the librarian an idea of what the demand for a definite thing will be, so that she may avoid giving out to one pupil all the material on that subject. The November faculty meeting of the Austin High School, Chicago, was held in the library, the topic being "Our library—its service to the teachers." Several teachers were asked to review or describe the Educational Magazine, Education, School Review, etc., and the two new government publications, School Life and Governmental Service. A couple of professional books were discussed, and the librarian gave a short review of Joan and Peter. The meeting was voted a great success. The interesting result is, that the magazines have circulated a great deal more and that many of the teachers have made use of the library who previously passed by. All of the school papers

in Chicago have space for library news. Lake View has developed this until it is one of the special features of the paper. The daily bulletin and bulletin boards are used to keep in touch with students and faculty. For the latter purpose personal notes calling attention to something of interest are slipped into their mail boxes in the office.

During part of the enforced vacation the teachers of the Santa Monica High School, California, helped diligently in the high school library. Pictures were mounted on buckram, classified in accordance with the Dewey decimal classification and arranged in files. A card list has been made for each subject. This work will be a great help to the librarian and has already shown fruit, as the teachers had it brought to them more forcibly that these pictures were in the library, and they feel more freedom in the asking for them. In fact, they can come in and look for themselves and find what they are looking for. Every teacher who could use the typewriter spent several days helping with the catalog also.

Cooperation of teacher and librarian is skilfully developed in Cleveland. The librarian presents her idea in an attractive way to the teacher and receives the support not only of that teacher but also of the whole group of students whom she teaches. This is shown in the bulletin boards where every department of the school is anxious to show what it is doing, and plans an exhibit of pictures, clippings and other material under the direction of the librarian.

The branch libraries in Los Angeles often entertain the teachers of a school near by at a tea at the beginning of the year. After this informal meeting the teachers are more familiar with the resources of the library, and the library assistants are better able to supply the demands of the students. During the recent influenza epidemic and the enforced closing of the schools the intermediate and high schools continued their work by correspondence. The assignments were mailed to each student, and copies were sent also to the library where preparation was made for the demands sure to follow. Both teachers and students during the difficult weeks relied to a greater extent than ever before on the resources of the library and gained a greater knowledge of its usefulness.

TECHNICAL PROBLEMS

Inventory

A combination of shelf-list, accession and inventory records used in the Los Angeles High School Library is proving convenient, labor-saving and reliable.

The imprint is added to author and title. In the place of an accession number, the following information is given in abbreviated form: date of accession, dealer, price. For example N. '18 BT 1.20 reads November 1918, Baker & Taylor, 1.20. On a line with this accession record occurs the copy number and the inventory record for that copy year after year. A series of symbols, made clear by a code at the beginning of the self-list, indicates the status of the book at the time of inventory. A check means "on the shelf," a cross, "in circulation," B, "at the bindery, D, "dicarded," etc. (See cut on next page.)

To make visible and usable the findings of the inventory, colored signals or metal tabs are used. The Graffco junior visé signals, which are small and practicable are made by the George B. Graff Co., Boston, Mass. The books of which all the copies are surely gone are marked by a green signal, those that should be replaced or duplicated, by a blue signal. Each color has its own definite position on the edge of the card. The librarian or even a student assistant can easily run through the record of lost books in a tray, removing the corresponding cards from the catalog, or can search the shelves for missing books, or make order cards for books wanted.

The accession record is completed by a very simple account in a blank book of the number of volumes shelf-listed day by day. The book is ruled in squares. Across the top are the class numbers and a column for totals. Down the side are dates. On an opposite page a similar record is kept for withdrawals and losses. Balances are made each month. It is always possible to know just how many volumes the library has and various other statistical items. The date of accession is stamped in each book. If one wishes, a serial number can be used. It has no significance except to aid in distinguishing different copies of the same book from each other.

Cutter numbers

The San Diego high school is omitting all Cutter numbers from the call numbers, and using the author's name instead. The result has been greater ease in shelving books by the students and a great saving of time for the cataloger.

Pamphlets

The problem of getting pamphlet material ready for circulation quickly was met in the following manner in the Fremont High School, Oakland, California.

The librarian gave each pamphlet a number—accession number it might be called,—but each series was numbered separately, that is, the war pamphlets were numbered from one up, the Red Cross pamphlets began with one, etc. At the top of each pamphlet was written its number, as "War pamphlet No. 36." The accession sheet, if it can be called that, gave the title, author and series of the pamphlet.

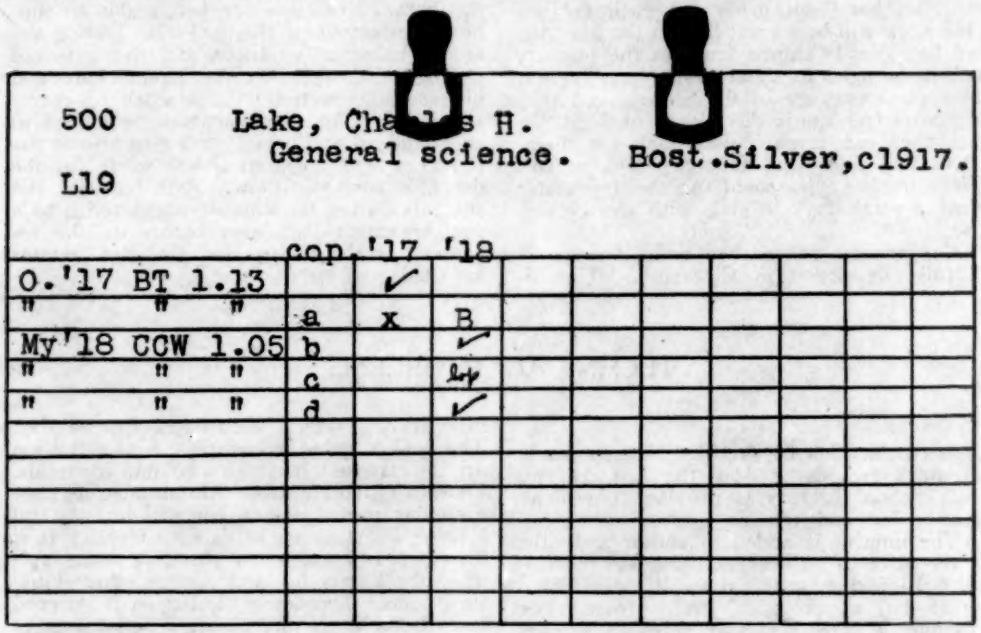
The pamphlets were kept in pamphlet boxes properly labeled. The students selected the pamphlets they wished and, taking them to the charging desk, entered on a charging slip the pamphlet number as "War pamphlet, No. 36" and signed their name. The accession record was the only record made of the pamphlet, unless it was something especially important; then it was put in a pamphlet binder and cataloged.

Vocational work

Vocational guidance in the Central High School, Grand Rapids, Michigan, is carried on through the English Department. All pupils are required to write a vocational theme each semester. In working out the theme they study the history, the educational requirements, and the advantages and disadvantages of the vocation they select. For this work the library aims to have a very complete list of approved books on the different vocations, bibliographies of well-known and successful people in different occupations and information relating to the various training schools and colleges.

Discipline

High school librarians will be interested to learn of a workable plan whereby the librarian is relieved of all responsibility for discipline. The Pasadena High School has organized this new system. This fall the school was entirely organized on a military basis, with military drills for both boys and girls. Just as far as possible the conduct of the school was turned over to the military leaders. Attendance records, conducts, supervision of halls, etc., are given to them. This is also true of the library. There they have a room sergeant who seats the students in regularly assigned seats, since the library is the study hall for juniors and seniors. Each table seats ten people, and one student at each table is appointed corporal by the room sergeant. The corporal is responsible for the attendance at his table, reporting absences and disturbances to the sergeant. He is also responsible for order in conduct and in the matter of keeping the tables neat, seeing that books are put in the proper places, and that waste paper is deposited in the baskets, etc. Any negligence in the matter of neatness is reported by the library pages to the room sergeant, who takes up the point with the corporal next day. The room sergeant has general charge of the room and is responsible to the lieutenant, who comes in once during the period at regular times. This leaves the librarian entirely free to go and come as she finds it convenient.



In the Central High School Library, Omaha, Nebraska, the following plan has been tried. At a table just inside one of the library doors students register in the morning before school for the period they wish to spend in the library that day. As each student registers, on his "Registration Slip" is placed a number, corresponding to the number of a chair; he is responsible for remembering that number and for being in that seat at the beginning of the period registered for. When all the seats are assigned, the library is "closed" that period, no more students being permitted to enroll. This work of registration is done by three students.

There are various reasons for this system.

1. It provides easy order and quiet at the very beginning of the period. There is no danger that the room may be overfull. There

is no need of sending students back to the study hall. No time is lost. Each student is in his chair when the bell rings. At each table is a slip, on which the students write the numbers of their chairs and their names. This is called the "Monitor's Slip." One seat at the end of each table is assigned to a "Monitor," who reports regularly to the library instead of a study-hall. This privilege is given to an older and a reliable student, usually a senior, who would naturally make much use of the library; in return for this favor, the "Monitor" takes the roll of his table, and assists in various other small ways.

2. The checking of absence is quickly done. It takes a very short time to run through the morning's "Registration Slips" each period, to see if each person is in his seat. Comparing registration slips and monitors' slips is done by student help.

3. At the beginning of each period, each study-room teacher is furnished with the names of all his students enrolled in the library. There is small chance of "cutting." This work is done by student help. No extra burden of responsibility or work falls on the teachers because of the library. In a large school, all this matter of reports of hundreds of students may be handled in one place, the library, and the mistakes are few.

4. The main purpose of the whole scheme is to place all responsibility for coming to the library on the individual student. If the "library habit" is a valuable one to cultivate then it ought to assist in the formation and growth of that habit, if the student is forced to plan for himself and to use foresight as to getting a seat in the library. He is to learn to *come* to the library, not to be *sent*, not to be *assigned*.

BOOKS FOR THE BROWSING CORNER OF A HIGH SCHOOL LIBRARY

Some Illustrated Editions of Classics in English and World Literature

H. IRENE DAYTON, High School Library, Passaic, New Jersey

Every high school library should have its browsing shelf or corner of beautifully illustrated books in bright bindings which attract the eyes of the students and often are the means of instilling into the pupils a love for good books. Such books also are of great help to the teachers of English and of Art and are much used by them.

These expensive bocks in good condition may be found in the second-hand book shops. School clubs may be encouraged to have their gifts take the form of a beautiful book.

Owing to war conditions still obtaining in the book trade, it has been thought advisable to omit from this list several well known series of books which are imported from England. These and other books from the earlier list which are now out of print will probably reappear on a later list.

The prices given are correct to date as far as could be ascertained, but it should be understood that prices are changing constantly, and that, consequently, these prices cannot be guaranteed.

Acknowledgment is made to the Students of the Los Angeles Library School and others for helpful suggestions in the preparation of this list.

Aesop. Fables; ill. by E. Boyd Smith. Century $2.00

Andersen, H. C. Fairy tales; ill. by Harry Clarke. Brentano 5.00

Arabian nights. Stories ... retold by Laurence Housman; ill. by Edmond Dulac. Doran $2.00

——Ed. by K. D. Wiggin and N. A. Smith; ill. by Maxfield Parrish. Scribner 2.50

—— More tales; ed. by F. J. Olcott; ill. by Willy Pogany. Holt 1.50

Arthur, King. King Arthur's knights; by Henry Gilbert; ill. by Walter Crane. Stokes 2.00

—— Boy's King Arthur; ed. from Malory's Morte d' Arthur by Sidney Lanier; ill. by N. C. Wyeth. Scribner 2.50

—— Romance of King Arthur; ed. from Malory by Arthur Pollard; ill. by Arthur Rackham. Macmillan 2.50

—— Story of King Arthur and his knights; ill, by Howard Pyle. Scribner 2.00

Asbjornsen, P. C. East of the sun and west of the moon; ill. by Kay Nielson. Doran 4.00

Aucassin and Nicolette; tr. by Michael West; ill. by M. R. Bocher and Evelyn Paul. Brentano 3.50

Barrie, J. M. Peter Pan; ill. by Rackham. Scribner 1.50

Blackmore, R. D. Lorna Doone; ill. by Catherine W. Warde (Dooneland edition). Harper 2.50

—— Lorna Doone; ill. by Helen M. Grose (Rittenhouse Classics). Jacobs 1.50

Book of old English ballads and songs; ill. by Eleanor M. Brickdale. Hodder 2.50

Bosschere, Jean de. Christmas tales of Flanders. Ill. Dodd 3.00

Boutet de Monvel, L. M. Joan of Arc. Ill. Century 3.50

Browning, Robt. Pied piper of Hamelin; ill. by Hope Dunlap. Rand, McNally 1.25
Bulfinch, Thomas. Golden Age of Myth and Legend; ed. G. H. Godfrey. Ill. Stokes 3.00
Bunyan, John. Pilgrim's progress; ill. by Rhead. Century 1.75
—— Pilgrim's Progress; ill with etchings by William Strang. Dutton.... 3.50
Cervantes. Don Quixote; retold by Judge Parrish; ill. by Crane. Lane 1.50
—— Don Quixote; ill. by W. Heath Robinson. Dutton 3.00
Chaucer. Tales of the Canterbury Pilgrims; retold by Darton; ill. by Hugh Thomson. Stokes 1.75
—— Same; ill. by M. L. Kirk. Stokes 1.75
——Canterbury Pilgrims; retold by K. L. Bates; ill. by Angus MacDonall and Milo Winter. Rand ... 2.00
—— Complete poetical works put into modern English by Percy MacKaye and John Tatlock; ill. by Goble. Macmillan 5.00
—— Same; ill. in black and white. Macmillan 2.00
Clemens, S. L. Prince and the Pauper; ill. by Franklin Booth. Harper..... 2.50
Cooper, J. F. Last of the Mohicans; ill. by E. Boyd Smith. Holt 1.50
Dana, R. H. Two years before the mast; ill. by E. Boyd Smith. Houghton 1.65
—— Two years before the mast; ill. by Charles Pears. Macmillan 2.00
Dante. Stories ... told by Jessie Cunnington; ill. by Evelyn Paul. Crowell 2.00
Defoe, Daniel. Robinson Crusoe; ill. by Rhead. Harper 1.50
—— Robinson Crusoe; ill. by E. Boyd Smith. Houghton 1.65
Dickens, Charles. Christmas carol; ill. by Brock. Dutton 1.25
—— Christmas carol; ill. by Rackham. Lippincott 1.50
—— Christmas carol; ill. by A. I. Keller. McKay 1.50
—— David Copperfield; ill. by Frank Reynolds. Doran 5.00
—— Dickens' children; ill. by Jessie Wilcox Smith. Scribner 1.00
—— Old curiosity shop; ill. by Reynolds. Doran 5.00
—— Pickwick papers; ill. by Cecil Aldin. 2v. Dutton 7.50
—— Pickwick papers; ill. by Reynolds. Doran 5.00
Dodge, M. M. Hans Brinker; ill. by G. W. Edwards. Scribner 2.00
Field, Eugene. Poems of childhood; ill. by Maxfield Parrish. Scribner.. 2.50
Franklin, B. Autobiography; ill. by E. Boyd Smith. Holt 2.00
Fuller, Anna. Venetian June; ill by F. S. Coburn. Putnam 3.00
Grahame, Kenneth. Dream days; ill. by Parrish. Lane 3.00
—— Wind in the Willows; ill. by Paul Bransom. Scribner 2.00
—— Golden Age; ill. by R. J. E. Moony. Lane 3.00
—— Golden age; ill. by Parrish. Lane 3.00
Grimm. Little Brother and Little Sister; ill. by Rackham. Dodd 3.50
Hawthorne, Nathaniel. House of Seven Gables: ill. with photographs (Visitor's edition) Houghton 1.00
—— Tanglewood Tales: ill. by G. W. Edwards. Houghton 2.75
—— Wonder-book for boys and girls; ill. by Crane. Houghton..... 3.00
—— Wonder-book for boys and girls; ill. by Parrish. Duffield 2.50
Homer. Children's Homer; told by Padriac Colum; ill. by Pogany. Macmillan 2.00
—— Iliad for boys and girls; by A. J. Church; ill. Macmillan..... 1.75
—— Odyssey for boys and girls; by A. J. Church; ill. Macmillan 1.75
Hughes, Thomas. Tom Brown's school days; ill. by Rhead. Harper 1.50
—— Tom Brown's School Days; ill, by Thomson. Ginn ..... .80
—— Same; ill. with photographs. Putnam 1.75
Irving, Washington. Knickerbocker history of N. Y.; ill. by Parrish. Dodd 2.00
—— Legend of Sleepy Hollow; ill. by Keller. Bobbs 2.00
—— Rip Van Winkle; ill. by Rackham. Doubleday 5.00
Same; cheaper edition. Doubleday 2.50
Jackson, H. H. Ramona; ill. from photographs by Henry Sandham. (Tourists' edition). Little 2.25
Kingsley, Charles. Heroes; ill. by T. H. Robinson. Dutton 3.00
—— Hypatia; ill. by W. M. Johnson. Harper 5.00
Kipling, Rudyard. Kim; ill. by J. L. Kipling. Doubleday 3.50
La Motte Fouque. Undine; ill. by Rackham. Doubleday 3.00
Longfellow, H. W. Story of Hiawatha, with original poem; ill. by M. L. Kirk. Stokes 2.00
Macaulay, T. B. Lays of ancient Rome; ill. by Norman Ault. Dodge 2.00
Maeterlinck, M. Children's Bluebird; by Georgette Leblanc; ill. by Herbert Paus. Dodd 2.50
Marryat, Frederick. Children of the New Forest; ill. by E. Boyd Smith. Holt 1.50

Noyes, Alfred. Sherwood; ill. by Spencer B. Nichols. Stokes 2.00
Palgrave, F. T. Golden treasury; ill. by Parrish. Duffield 2.50
Parkman, Francis. Oregon trail; ill. by Remington. Little 2.00
Robin Hood. Robin Hood by Paul Creswick; ill. by Wyeth. McKay 2.50
—— Robin Hood by H. Gilbert; ll. by Crane. Stokes 2.00
—— Merry adventures of Robin Hood; by Howard Pyle. Scribner 3.00
—— Bold Robin Hood; ill. by Rhead. Harper 1.50
Scott, Walter. Ivanhoe; ill. by Milo Winter. Rand 1.50
—— Ivanhoe; ill. by E. Boyd Smith. Houghton 2.50
—— Kenilworth; ill. by Henry J. Ford. Lippincott 1.75
—— Talisman; ill. by S. H. Vedder. Lippincott 1.75
Shakespeare, W. As you like it; ill. by Thomson. Doran 2.00
—— Merchant of Venice; ill. by J. D. Linton. Doran 2.00
—— Midsummer night's dream; ill. by Rackham. Doubleday 5.00
—— Same; cheaper edition. Doubleday 2.00
—— Tales by Charles and Mary Lamb; ill. by Norman Price. Scribner 2.00
—— Tales by Charles and Mary Lamb; ill. by Rackham. Dutton.. 3.00
—— Tales by Charles and Mary Lamb; ill. by Rhead. Harper 1.50
—— Tempest; ill. by Dulac. Doran 2.00
—— Twelfth night; ill. by W. H. Robinson. Doran 2.00
Steel, Flora A. English Fairy Tales; ill. by Rackham. Macmillan 2.50
Stevenson, R. L. Black arrow; ill. by Wyeth. Scribner 2.50
—— Child's garden of verse; ill. by J. W. Smith. Scribner 2.50
—— Kidnapped; ill. by Wyeth. Scribner 2.50
—— Treasure Island; ill. by Paget. Scribner 1.25
—— Treasure Island; ill. by Rhead. Harper 1.50
—— Treasure Island; ill. by Wyeth. Scribner 2.50
Swinburne, A. C. Springtime of Life; ill. by Rackham. Lippincott 3.00
Swift, Jonathan. Gulliver's travels; ill. Pogany. Macmillan 2.00
—— Gulliver's travels; ill. by Rackham. Dent 3.00
—— Gulliver's travels; ill. by Rhead. Harper 1.50
Tennyson, A. Idylls of the King; ill. by Dore. Putnam 2.50
—— Idylls of the King; ill. by E. F. Brickdale. Doran 1.50
—— Stories of the idylls by I. N. McFee; ill. by M. L. Kirk. Stokes 2.50
—— Princess; ill. by Everard Hopkins. Putnam 1.50
Verne, Jules. Mysterious island; ill. by Wyeth. Scribner 2.50
Virgil. Aeneid for boys and girls; told by A. J. Church; ill. Macmillan 1.60
Wallace, Lew. Ben Hur (Players' ed.) Harper 2.50
Whittier, J. G. Snow-bound; ill. by Pyle, Enneking and others. Houghton 3.00

NEW AND FORTH COMING PUBLICATIONS OF THE H. W. WILSON COMPANY

United States Catalog Supplement, 1912-1917. Edited by Marion E. Potter, Assisted by Emma and Louise Teich. 2280 pages, $48.00.

This volume supplements the Third edition of the United States Catalog, 1912, and is a record of books published from 1912 to 1917 inclusive. The contents of the annuals of the Comulative Book Index for these years have been brought into one alphabet, new matter added to complete the record where possible and the whole entirely re-edited. This volume with the previous 1912 Catalog and the current issues of the Cumulative Book Index make a complete catalog of American books in print to date.

Agricultural Index, 1916-1918. Edited by Neltje T. Shimer. 1150 pages, price quoted on request.

This three-year cumulation, which has just been issued from the press, contains in one alphabet, references to the periodicals, bulletins and reports indexed currently for the years 1916-1918 inclusive. The indexing has been carried back when necessary to complete the indexing of periodical sets for the three years and all the matter has been entirely re-edited. Since the volume was to be ready so soon after the first of the year, the publication of the annual volume for 1918 was omitted.

Selected Articles on Direct Primaries. (Debaters' Handbook Series.) Fourth ed., rev, and enl. Compiled by C. E. Fanning. xxxiv, 228 pages. $1.25.

This fourth edition varies from the third in seventy-four new pages of additional reprints, the enlargement of the brief, and in the revision to date of the bibliography. As a new feature, there has been added a comparative table of the primary election laws in the various states, prepared by Gertrude E. Woodard, especially for this volume.

SELECTED ARTICLES ON A LEAGUE OF NATIONS. (The Handbook Series.) Compiled by Edith M. Phelps. xxxvi, 319 pages. $1.50.

The first and second editions of this Handbook, published in December, 1918, and January, 1919, have been sold out, and a third edition, revised and enlarged, has just been published. The articles are selected to cover the historical development of the idea, the movements to advance it and the arguments for and against it. There is also a selected bibliography.

UNIVERSITY DEBATERS' ANNUAL, 1917-1918. Ed. by Edith M. Phelps. 276 pages. $1.80.

Six debates are included in this volume covering the following subjects: Compulsory arbitration of industrial disputes (two debates), Government price control, League of nations to enforce peace, Federal regulation of industry, and Minimum wage. The colleges represented are the Universities of Chicago, Yale, Harvard, Iowa, George Washington, Tennessee, and Coe College.

INTRODUCTION TO LIBRARY CLASSIFICATION. By W. C. Berwick Sayers. 172 pages. $1.25.

Mr. Sayers is chief librarian of the Croydon Public Libraries and this volume is based on a series of lessons prepared by him some eight or nine years ago for the use of students working for the examinations of the Library Association. It is a more elementary handling of the subject than his *Canons of Classification* (H. W. Wilson. $1.00), being intended primarily for beginners without the most elementary acquaintance with either logic or classification.

New additions to the Standard Catalog Series, made during the Fall, were the Children's Catalog Supplement of 450 titles issued from June, 1916 to January 1, 1918, and the Sociology Section of the proposed Standard Catalog of the best books for a public library. Further additions to the series are to be published this Spring,—a new edition of the Fiction Catalog which has been out of print for some time , and the Biography Section of the Standard Catalog.

It has been decided to issue a four-year cumulation, then, which begins with 1919, will rather than a five-year cumulation in 1920. There are several reasons why this plan seems desirable. It will undoubtedly be a great advantage to the reader to have practically all references to the contemporary periodical history of the war in one volume. The new cumulation, then, which begins with 1919 will index the literature of the reconstruction period. The fact that a smaller cumulation is less expensive to publish than a larger one is another argument in favor of the shorter period. A four-year cumulation is four-fifths the size of a five-yearly one, but the cost of production of the former is reduced more than the twenty per-cent. one would expect. The volume will be completed during the late summer.

New publications now under way are:

Manual of School Library Management, by Martha Wilson.

New Poetry (Study Outline Ser.), by Mary Parsons.

Index to St. Nicholas, Vol. 1-44, by Anna L. Guthrie.

Employment Management (Handbook Ser.), by Daniel Bloomfield, with introd. by Meyer Bloomfield.

Government Ownership of Railroads, Vol. II. (Debaters' Handbook Ser.), by Edith M. Phelps.

Union List of Serials, by Clement G. Andrews.

Librarians desiring to order are asked to do so as early as possible so that we may determine the size of the editions to be printed.

THE VERTICAL FILE

Information is earnestly desired regarding the use of the vertical file. Will librarians who are using it please write us.

Do they use it extensively for all miscellany?

Or, do they supplement the file with some other system for pamphlets?

Do they collect material for it systematically, and how?

Do they file by subject and see that the subject headings in the file are kept uniform with those in the card catalog?

Has the file failed to be useful, and why?

Notices were sent, last September, to libraries asking us to bid on their periodical subscription lists, informing them that we had disposed of this department to Mr. Herman Goldberger, 44 Bromfield St., Boston, Mass. However, requests for bids have continued to come, and we take this opportunity of again reminding librarians that all communications regarding this matter should be sent to Mr. Goldberger. We have been much pleased to find that former patrons of ours have been well satisfied with the efficient service rendered by Mr. Goldberger.

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SHOULD THIS INDEX BE CUMULATIVE?

AUTHOR, TITLE AND SUBJECT CATALOG

Of Books Published by The H. W. Wilson Company

In print, March, 1919

All of the Wilson Company publications now in print are included in this Catalog, as well as those announced for future publication. The scheme of cataloging used in the Cumulative Book Index has been adopted with the modifications necessary to adapt it to so limited a list. Full information has been given under subjects as well as authors, and series entries are included.

Abridged debaters' handbook series
Each pamphlet contains a brief, a bibliography and reprints of the best available material
Clifford. Ship subsidy. 53p 25c
Fanning. Fortification of the Panama canal. 32p 25c
Johnsen. Athletics. 103p 35c
Painter. Six-year presidential term. 47p 25c
Parsons. Non-resistance. 93p 35c
Phelps. Government ownership of telegraph. 32p 25c
Phelps. Panama canal tolls. 50p 25c

Active citizenship. (Study outline ser.) Davidson, C: pa 25c; 10 copies $1.50

Administration of lending department. (Modern American library economy ser.) Van de Carr, S. C. pa 50c

Adventure

Bibliography

Cleveland. Public library. Seventy-five books of adventure for boys and girls. O 10p pa 10c; 10 or more copies, 5c ea; 100 copies, $2
Prepared by the Children's department. Annotated

Advertising. (Modern American library economy ser.) Dana, J: C. pa 50c

Agricultural credit
Bullock, E. D., comp. Agricultural credit. (Handbook ser.) D xiv,177p $1.25

Agricultural index; current. Issued monthly except August and December. Information for subscription price supplied on request
A subject index to 78 agricultural periodicals, also bulletins and reports
V. 1, 1916-1918; subject index to a selected list of agricultural periodicals and bulletins, 1916-1918; ed. by Neltje Tannehill Shimer. In preparation. Price quoted on request.

American art. (Study outline ser.) Guthrie, A. L. pa 35c; 10 copies $2.50

American literature

Bibliography

See Cumulative Book Index; United States Catalog

Study and teaching

Guthrie, A. L. Contemporary American literature; a study outline. (Study outline ser.) D 79p 35c; 10 copies $2.50
Guthrie, A. L. Early American literature; a study outline. (Study outline ser.) D 59p pa 35c; 10 copies $2.50

American merchant marine, Selected articles on the. (Debaters' handbook ser.) Phelps, E. M., comp. $1.25

Americanism
Talbot, W., M. D., comp. and ed. Americanization; Principles of Americanism; Essentials of Americanization; Technic of Race-Assimilation. (Handbook ser.) D lii,320p $1.50

Americanization
Talbot, W., M. D., comp. and ed. Americanization; Principles of Americanism; Essentials of Americanization; Technic of Race-Assimilation. (Handbook ser.) D lii,320p $1.50

Arbitration, industrial
Beman, L. T., comp. Selected articles on the compulsory arbitration of industrial disputes. Sheets supplementing 2d ed (Debaters' handbook ser.) D lxxi,149-223p pa 50c
Phelps, E. M., ed. Compulsory arbitration. 191-225p pa 75c (In University debaters' annual, 1916-1917. $1.80)
Phelps, E. M., ed. Compulsory arbitration of industrial disputes. 1-53p, 147-91p pa 75c (Ch. I, IV. In University debaters' annual, 1917-1918. $1.80)
Phelps, E. M., ed. Compulsory arbitration of railroad labor disputes. 99-146p pa 75c (In University debater's annual, 1916-1917. $1.80)

Arbitration, international
Reely, M. K., comp. Selected articles on world peace including international arbitration and disarmament. 2d ed, rev and enl (Debaters' handbook ser.) D xxiv,256p $1.25

Art, American
Guthrie, A. L. American art. (Study outline ser.) D 63p 35c; 10 copies $2.50

Art, Italian
Wisconsin. Free library commission. Italian art; a general survey. (Study outline ser.) D 6p pa 15c; 10 copies $1

Art, Municipal
Roberts, K. L. City beautiful; a study of town planning and municipal art. (Study outline ser.) D 16p pa 25c; 10 copies $1.50

Askew, Sarah B.
Place, the man and the book. D 22p pa 10c; 10 or more copies, 5c ea; 100 copies, $3
An entertaining account of starting a library in a remote New Jersey fishing village

Athletics. See College athletics

Automobiles and motorcycles, List of books on. (Practical bibliographies) Blessing, A. R. 35c

B

Baby's rights: from birth to third year. Newark Free public library. pa 10c; 10 or more copies, 5c ea; 100 copies, $2

Bacon, Corinne
(comp.) Children's catalog of one thousand books; a guide to the best reading for boys and girls. (Standard catalog ser.) O 163p $2 (carriage extra)
(comp.) Children's catalog of two thousand books; a guide to the best reading for boys and girls. (Standard catalog ser.) O 332p $4 (carriage extra)
(comp.) Children's catalog of thirty-five hundred books; a guide to the best reading for boys and girls. (Standard catalog ser.) O 527p $6 (carriage extra)
Paper-bound copies on light-weight stock are sold, in lots of ten or more, to those having previously ordered cloth-bound copies, as follows: 1000 titles, 25c; 2000 titles, 35c; 3500 titles, 50c
(comp.) Children's catalog supplement, 1916-1917; 450 titles. (Standard catalog ser.) O 73p cloth-lined pa 50c

Bacon, Corinne—*Continued*

Additional copies, 10c each for any number of copies ordered with the first copy and for the use of the same library or institution, branches excepted. Copies ordered after the initial order will be supplied at 10c each only in lots of ten or more.

(comp.) Fiction catalog. (Standard catalog ser.) In preparation.

(comp.) Prison reform; together with a discussion of the prison of the future, by T: Mott Osborne. (Handbook ser.) D xxxvi, 309p $1.25

(comp.) Selected articles on national defense. v. 1. (Debaters' handbook ser.) D xxix,243p $1.25

(comp.) Standard catalog: biography section. (Standard catalog ser.) In preparation.

(comp.) Standard catalog: sociology section. (Standard catalog ser.) O 99p cloth-lined pa $1.00

About 1000 titles in the classes covered by the 300 section of the Dewey decimal classification.

South America; topical outlines for twenty club meetings, with bibliography. (Study outline ser.) 2d ed D 30p pa 25c; 10 copies $1.50

What makes a novel immoral. rev ed D 24p pa 10c; 10 or more copies, 5c ea; 100 copies, $4

See also Harron, J. S., jt. auth.

Bailey, Arthur Low

Library bookbinding. D vi,248p $1.25

Contains information relating to materials, processes, routine and various lesser matters pertaining to the binding and repair of books

Ball, Sarah B.

Maps, atlases and geographical publications; being the revision and enlargement of the second part of the business branch pamphlet published in 1910. (Modern American library economy ser., v2, pt xvii) O 46p pa 75c

(comp.) 1600 business books: arranged by authors, by titles and by subjects, under the supervision of John Cotton Dana. 2d ed, rev and enl to 2100 titles by L. H. Morley and S. H. Powell. D 232p $1.50

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Bank, Central

Robbins, E. C., comp. Selected articles on a central bank of the United States. (Debaters' handbook ser.) D viii,182p $1.25

Banks and banking

Texas. University. Extension, Dept. of. Banking and currency reform. (Texas university debates) 29-54p pa 30c

Contains the affirmative and negative speeches of the Texas teams in the Pentagonal league debates of 1913, with a bibliography

Beatty, Arthur

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Contemporary English literature; a study outline. (Study outline ser.) D 21p pa 25c; 10 copies $1.50

Beman, Lamar Taney

(comp.) Selected articles on prohibition of the liquor traffic. 2d ed, rev (Debaters' handbook ser.) D lxiv,240p $1.25

(comp.) Selected articles on the compulsory arbitration of industrial disputes. Sheets supplementing 2d ed (Debaters' handbook ser.) D lxxi,149-223p pa 50c

Biography

Bibliography

Bacon, C., comp. Standard catalog: biography section. (Standard catalog ser.) In preparation

Bibliography. See Cumulative Book Index; United States Catalog; also subdivision Bibliography under names of subjects.

Bingham, Alfred

(comp.) Handbook of the European war. v. 2. (Handbook ser.) D xi,304p $1.25

Birth control

Schroeder, T. List of references on birth control. (Practical bibliographies) D 59p pa 35c

Blessing, Arthur Reed

List of books on automobiles and motorcycles. (Practical bibliographies) D 79p pa 35c

Book of Carnegie libraries. Koch, T. W. $3.50 postage extra

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Contains information relating to materials, processes, routine and various lesser matters pertaining to the binding and repair of books

Booklists and other library publications. (Modern American library economy ser.) Dana, J: C. pa 50c

Books and reading

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Botany. See Flowers

Boy scouts

Bibliography

St. Joseph. Free public library. Reading list for the Boy scouts of America. 2d ed, rev S 12p pa 10c; 10 or more copies, 5c ea; 100 copies, $2

British museum

Rawlings, G. E. British museum library. 231p $1.25

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No brief
(comp.) Selected articles on trade unions. 2d ed, enl (Debaters' handbook ser.) D xxx,280p $1.25
(comp.) Short ballot. (Handbook ser.) D xviii. 160p $1.25
See also Morgan, J. E., jt. comp.

Business

Bibliography

Ball, S. B., comp. 1600 business books: arranged by authors, by titles and by subjects, under the supervision of John Cotton Dana. 2d ed, rev and enl to 2100 titles by L. H. Morley and S. H. Powell. O 232p $1.50

Business branch. (Modern American library economy ser.) Dana, J: C., and Ball, S. B. pa $1

C

Canons of classification. Sayers, W. C. B. $1

Capital punishment
Fanning, C, E., comp. Selected articles on capital punishment. 3d ed, rev (Debaters' handbook ser.) D xxvi,299p $1.25

Care of pamphlets and clippings in libraries. (Library problems ser.) Dickey, P. A. pa 25c; 4 or more copies, 12½c ea; 100 copies, $7

Catalogs, Dictionary. See Cumulative Book Index; Standard Catalog series; United States Catalog

Central bank of the United States, Selected articles on a. (Debaters' handbook ser.) Robbins, E. C., comp. $1.25

Charging system. (Modern American library economy ser.) Van de Carr, S. C. pa 50c

Check list of periodicals. Clark, A. W., comp. pa 90c

Chicago. University
Federal graduated income tax: a debate; the constructive and rebuttal speeches of the representatives of the University of Chicago in the thirteenth annual contests of the Central debating league against Northwestern and Michigan. (University of Chicago debates) O 46p pa $1
Minimum wage: a debate; the constructive and rebuttal speeches of the representatives of the University of Chicago in the sixteenth annual contest of the Central debating league against Michigan and Northwestern, January 17, 1914. Question: "Resolved, that the states should establish a schedule of minimum wage for unskilled labor, constitutionally conceded." (University of Chicago debates) O 51p pa $1
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Recall (excluding judges): a debate. (University of Chicago debates) O 38p pa $1
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Child labor
Bullock, E. D., comp. Selected articles on child labor. 2d ed, rev (Debaters' handbook ser.) D xxvi,238p $1.25
No brief

Children's amusements and occupations

Bibliography

Sutherland, L. Things I like to do: for boys and girls. S 16p pa 10c; 10 or more copies, 5c ea; 100 copies, $2

Children's catalog. See Bacon, C., comp.

Children's library: a dynamic factor in education. Powell, S. H. $1.75

Children's literature
Harron, J. S.; Bacon, C.; and Dana, J: C. Course of study for normal school pupils on literature for children. 2d ed (Modern American library economy ser., pt5, sec5) Out of print except in bound volume.

Bibliography

Bacon, C., comp. Children's catalog of one thousand books; a guide to the best reading for boys and girls. (Standard catalog ser.) O 163p $2 (carriage extra)
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Power, E. L., ed. Lists of stories and programs for story hours. D 110p pa 20c; 5 or more copies, 10c ea; 100 copies, $6
Pratt institute. Free library. What shall we read now? 4v 3d ed, rev D pa ea 10c; 100 copies, $2; set of 4, 20c; 100 sets, $5
Four lists of books for children, grades 1-2, 3-4, 5-6, 7-8
Scott, C. E., comp. Popular books for boys and girls; a graded list with annotations. 2d ed rev D 15p pa 10c; 10 or more copies, 5c ea; 100 copies, $4
Sutherland, L. Things I like to do: for boys and girls. S 16p pa 10c; 10 or more copies, 5c ea; 100 copies, $2
Wales, E. B., comp. School libraries; selected ten dollar book lists for rural school purchase. 8p pa 10c; 10 or more copies, 5c ea; 100 copies, $2

Chinese and Japanese immigration. Phelps, E. M., ed. 147-89p pa 75c (In University debaters' annual, 1916-1917. $1.80)

Choosing a play. Johnson, G. E. 45c

Christmas

Bibliography

Michigan state normal college: Christmas library bulletin no. 2; comp. by Emelyn E. Gardner and E. V. Andrews. S 39p pa 10c; 10 or more copies, 5c ea; 100 copies, $3

City beautiful. (Study outline ser.) Roberts, K. L. pa 25c; 10 copies $1.50

City manager plan of government. Mabie, E: C: ed. 145-78p pa 75c (In University debaters' annual, 1915-1916. $1.80)

City manager plan, Selected articles on the. (Debaters' handbook ser.) Mabie, E: C:, comp. $1.25

City planning. See Art, Municipal

Clark, Alvan Witcombe
(comp.) Check list of periodicals. O 59p pa 90c
A list, with full statistics of the periodicals indexed in Poole, the Faxon indexes, the Engineering index and the indexes published by The H. W. Wilson company

Classics of American librarianship series; ed. by Arthur E. Bostwick
Bostwick, A. E., comp. Relationship between the library and the public schools. D 331p $1.50
Hazeltine, A. I., comp. Library work with children. D 396p $1.50

Classification
Sayers, W. C. B. Canons of classification; a study in bibliographical classification method. D 173p $1
A critical study of the main systems of library classification, including the Subject classification (James Duff Brown), the Expansive or Cutter classification, the Decimal or Dewey system and the Library of Congress system
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Closed shop. See Open and closed shop

Colegrove, Mabel E.
—See McVety, M. A., jt. auth.

—and McVety, Margaret A.
List of subject headings for information file. (Modern American library economy ser. V. 2) O 123p $1.30; pa $1.00
Supplement to the "Vertical File."

College athletics
Johnsen, J. E., comp. Selected articles on athletics. (Abridged debaters' handbook ser.) D 103p pa 35c

Color-and-position method for filing pamphlets, books, maps, documents, letters and other material. pt. 1. (Modern American library economy ser., v. 2) O 36p pa $1; bd $1.30

Compulsory arbitration. Phelps, E. M., ed. 191-225p pa 75c (In University debaters' annual, 1916-1917. $1.80)

Compulsory arbitration of industrial disputes. Phelps, E. M., ed. 1-53p, 147-91p pa 75c (Ch. I, IV. In University debaters' annual, 1917-1918. $1.80)

Compulsory arbitration of industrial disputes, Selected articles on the. Sheets supplementing 2d ed (Debaters' handbook ser.) Beman, L. T., comp. 50c

Compulsory arbitration of railroad labor disputes. Phelps, E. M., ed. 99-146p pa 75c (In University debaters' annual, 1916-1917. $1.80)

Compulsory industrial insurance. Mabie, E: C:, ed. 239-91p pa 75c (In University debaters' annual, 1915-1916. $1.80)

Compulsory insurance, Selected articles on. (Debaters' handbook ser.) Bullock, E. D., comp. $1.25

Compulsory military service. Mabie, E: C:, ed. 79-96p pa 75c (In University debaters' annual, 1915-1916. $1.80)

Compulsory military training, Selected articles on. (Debaters' handbook ser.) Van Valkenburgh, A., comp. $1.25

Compulsory old-age insurance. (Texas university debates) Texas. University. Extension, Dept. of. pa 30c

Connolly, Louise
How to use a library; a course of study. (Modern American library economy ser., v2) O 135p pa $1; bd $1.30

Contemporary American literature. (Study outline ser.) Guthrie, A. L. 35c; 10 copies $2.50

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Contemporary English literature. (Study outline ser.) Beatty, A. pa 25c; 10 copies $1.50

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Phelps, E. M., comp. Selected articles on federal control of interstate corporations. 2d ed, rev and enl (Debaters' handbook ser.) D xxx,240p $1.25

Country life
Reely, M. K. Country life and rural problems. (Study outline ser.) D 39p pa 25c; 10 copies, $1.50

Course of study for normal school pupils on literature for children. (Modern American library economy ser.) Harron, J. S., and others $1. Out of print except in bound volume.

Course of study for normal school pupils on the use of a library. (Modern American library economy ser.) Gilson, M. L. Out of print except in bound volume. See V. 2. How to use a library

Courts
Mabie, E: C:, and White, L. D., eds. Courts and social reform; constructive and rebuttal speeches and briefs in the New England triangular league debates, March 6, 1913. (New England triangular league debates) O 67p pa $1
Recall of judicial decisions vs. more rapid methods of constitutional amendment and the amendment of the Federal judicial code, sec. 237.

Coutts, Henry T.
Library jokes and jottings; a collection of stories partly wise and mostly otherwise. D 159p 65c

Cowing, Agnes, comp. See Davis, E. M., jt. comp.
Author, title and subject entries, with publisher, price, binding, date of publication, Library of Congress card order number, etc.

Cumulative book index; current. Published monthly except August. Each number fully cumulated from July to December, and again from January to June, with a single number in May; annual cumulation in June. Information regarding subscription price supplied on request.
See also **United States Catalog**

D

Daily newspapers in the United States. (Practical bibliographies) Wieder, C. pa 35c

Dana, John Cotton
Advertising. (Modern American library economy ser., pt4) O 31p pa 50c
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—See Harron, J. S.; McKnight, E. B.; Thompson, G., jt. auth.

—and Ball, Sarah B.
Business branch. (Modern American library economy ser., pt3) O 73p pa $1

—and Gardner, Blanche
Aids in high school teaching: pictures and objects. (Modern American library economy ser., v 2, pt xix) O 68p pa $1
Picture collection, revised. (Modern American library economy ser., v2) O pa 96p $1; bd $1.30

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Davis, Esther M., and Cowing, Agnes, comps.
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Phelps. Government ownership of railroads. 3d ed xxxvii,201p
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Van Valkenburgh. Compulsory military training. l,208p
Van Valkenburgh. National defense including compulsory military service. v. 2. liv,204p

Debaters' manual. 2d ed (Debaters' handbook ser.) Phelps, E. M., comp. $1.25

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Abridged Debaters' Handbook Series. 25-35c
Chicago. University. Debates. ea $1
Debaters' Handbook Series. ea $1.25
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